

Goal Revisions

- ▶ Goal 3: Raise the high school graduation rate to 93% by 2020, ensuring that all graduates are college and career ready.*

*College and Career Ready is defined as entering college without needing remediation or entering the workforce with a job that has advancement potential

- ▶ Goal 4: By 2020, increase the number of community college students earning associate degrees and/or certificates to 43,686 and the number of in-state university transfers to 12,369*.

*Efforts to improve transfer and degree/certificate completion at Arizona's community colleges take place within the context of the institutions' open-access missions and the diverse educational and professional goals of their student bodies.

- ▶ Goal 5: Double the number of students receiving baccalaureate degrees to 36,000 per year (remains the same)



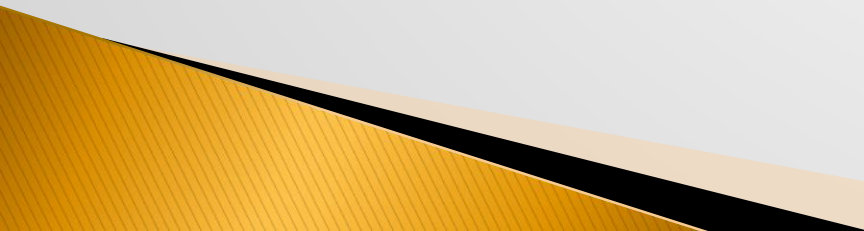
Governor's Office of Education Innovation Staff Update December, 2013

Rebecca Gau, Director

Items to Discuss

- ▶ PISA data
- ▶ NAEP data
- ▶ Teacher Survey
- ▶ Communications update

Next Council meeting:

- ▶ Grad Rate Task Force update
 - ▶ Council member feedback review
 - ▶ Education broadband infrastructure
- 

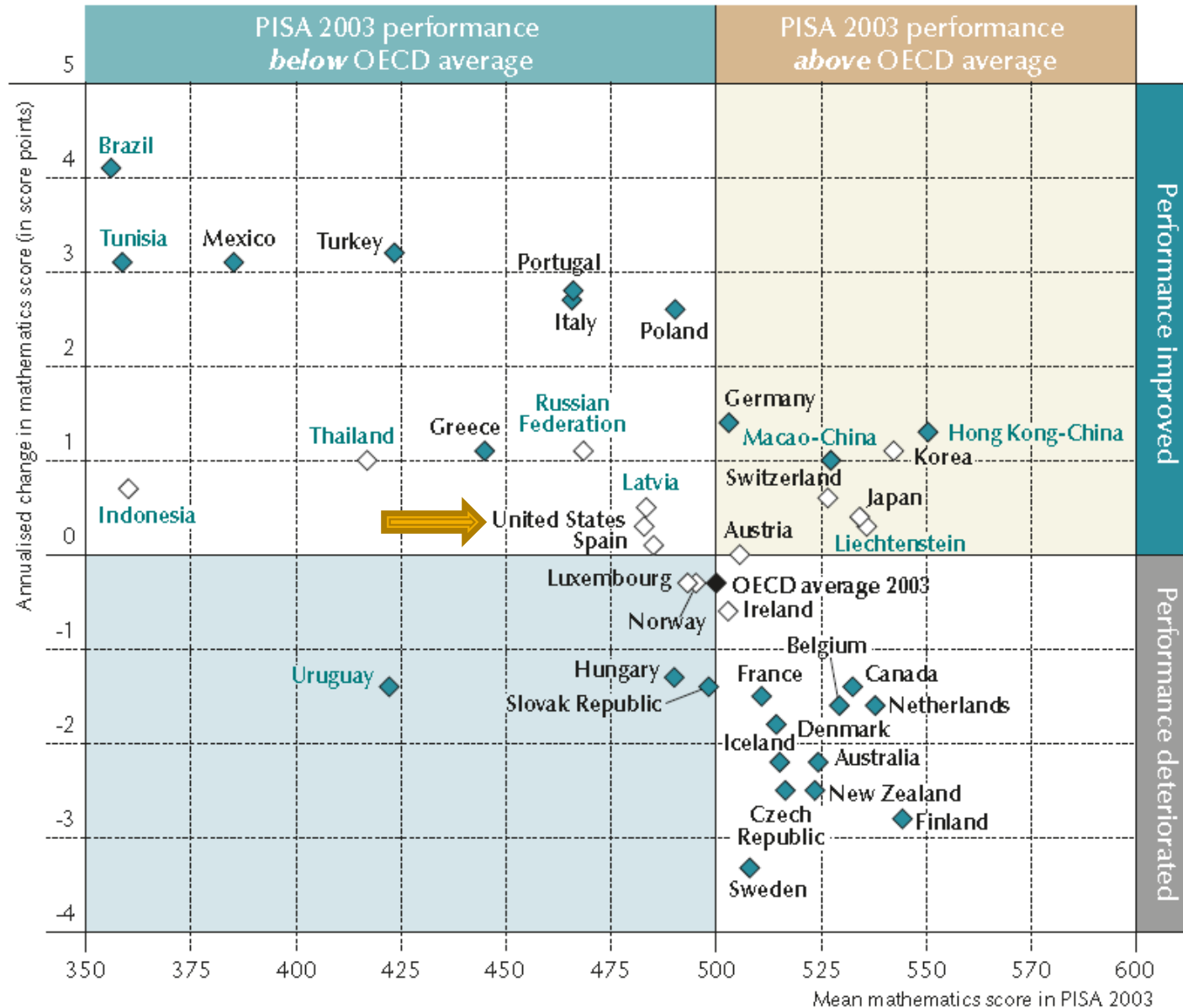
PISA Results – Math

- ▶ Ranked 26th of 34 OECD countries
- ▶ US had a mean performance is statistically below the OECD average
- ▶ US share of top performers is statistically below the OECD average
- ▶ US share of low achievers is statistically above the OECD average
- ▶ US in the same statistical group as:
 - Norway, Portugal, Italy, Spain, Russian Federation, Slovak Republic, Lithuania, Sweden, Hungary

Pisa – Reading and Science

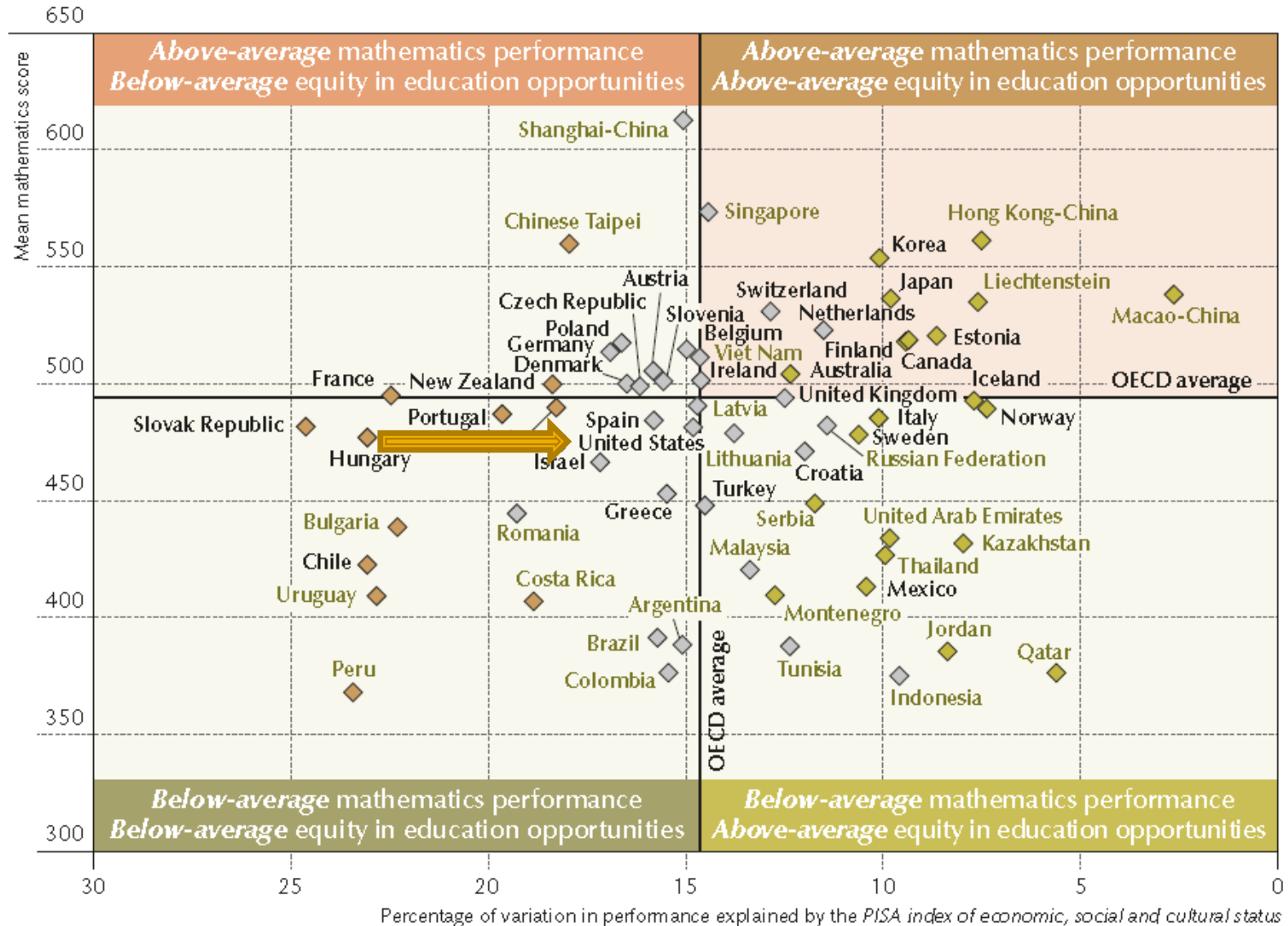
- ▶ US mean score in reading is not statistically different from OECD average, and has decreased slightly; ranked 17th of 34
- ▶ US mean score in science is not statistically different from OECD average and has increased slightly; ranked 21st of 34

Annualised change in performance between 2003 and 2012 and average PISA 2003 mathematics scores

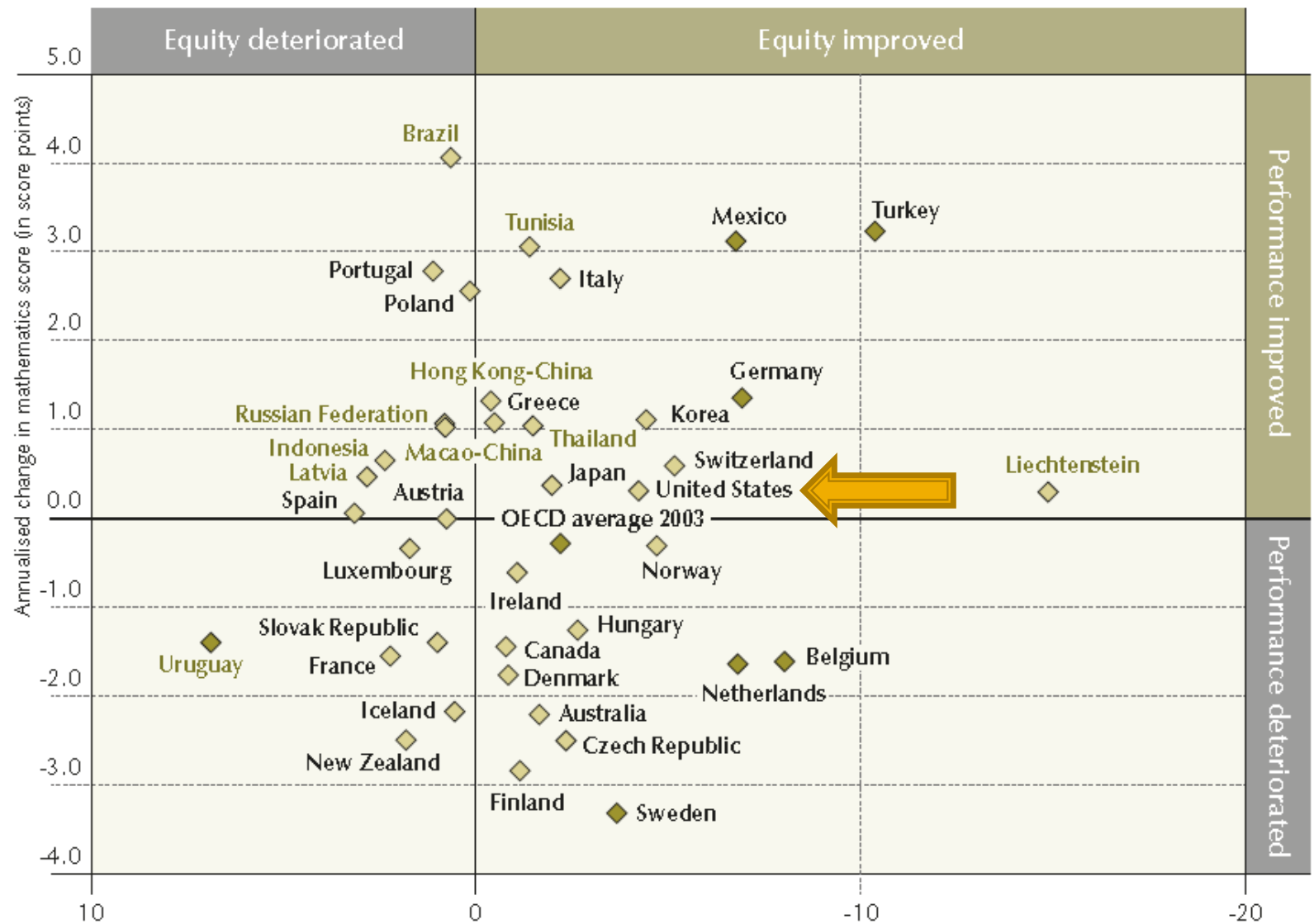


Performance and equity

- ◆ Strength of the relationship between performance and socio-economic status is above the OECD average
- ◆ Strength of the relationship between performance and socio-economic status is not statistically significantly different from the OECD average
- ◆ Strength of the relationship between performance and socio-economic status is below the OECD average



Change between 2003 and 2012 in the strength of the impact of socio-economic status on performance and annualised mathematics performance

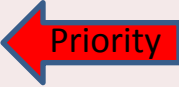



Change in the percentage of variation in mathematics performance explained by the PISA index of economic, social and cultural status (2012 - 2003)

Other findings

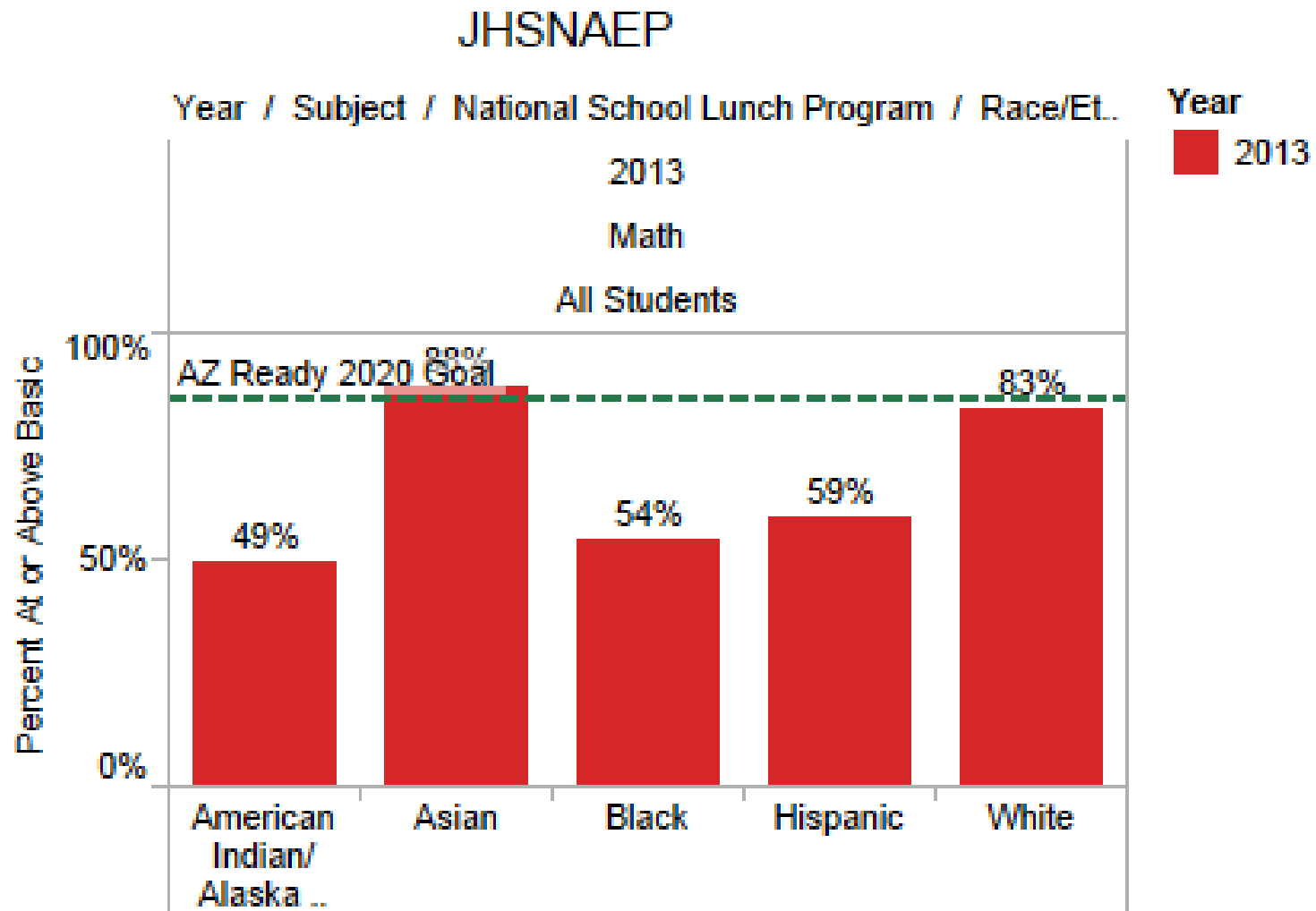
- ▶ Math scores for the top country were two years ahead of those from Massachusetts – one of the strongest US states
- ▶ Spending does not translate into better performance
- ▶ An alignment study between the Common Core State Standards for Math and PISA suggests that a successful implementation of Arizona's College and Career Ready Standards would yield significant performance gains also in PISA

8th grade goal data has been updated

Goal	2020 Target	On-Track Target	Starting point (2009)	Current
3 rd grade reading proficiency	94%	78%	72%	75% (note: too soon for reading initiative and funding to show effects)
8 th grade NAEP reading and math basic or above	85%	69% (r) 72% (m)	57% (r) 67% (m)	72% (r) 69% (m) 
High School graduation rate	93%	79.5%	75%	78% 
BA degrees awarded	36,000	22,000	20,294	22,171

See the trends at www.arizonaready.com

NAEP Results: 4th Grade Math – 81% of all students scored at or above Basic, up from 77 in 2011



4th Grade Math NAEP:

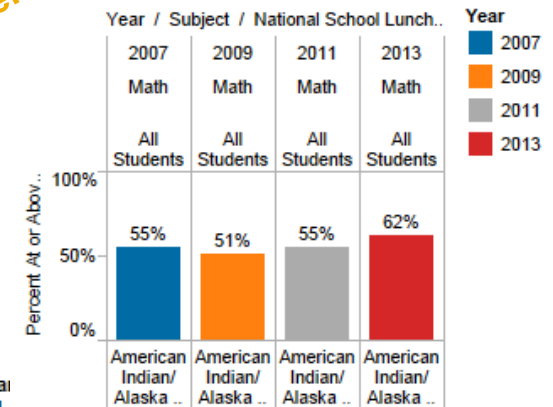
Achievement gap closing over time: Is it fast enough?

Interactive data available at

<http://arizonaready.com/content/k-6-NAEP.html>

Native American

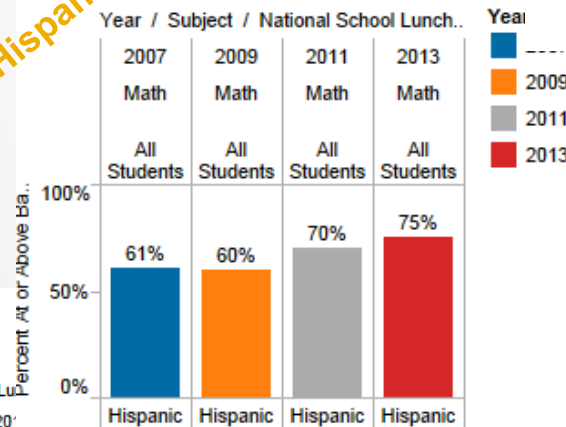
K6NAEP



+7, or 85% by 2020
(2011 baseline)
+7, or 85% by 2033
(2007 baseline)

Hispanic

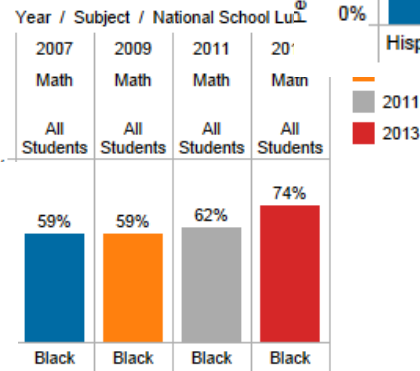
K6NAEP



+5, or 85% by 2017
(2011 baseline)
+14, or 85% by 2018
(2007 baseline)

Black

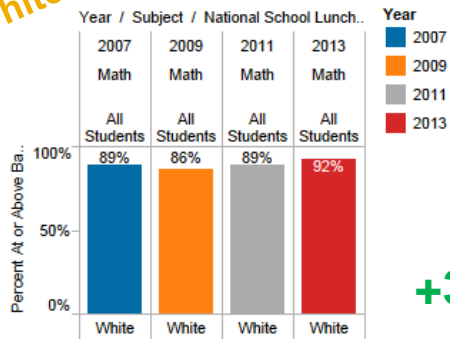
K6NAEP



+12, or 85% by 2014
(2011 baseline)
+ 15, or 85% by 2022
(2007 baseline)

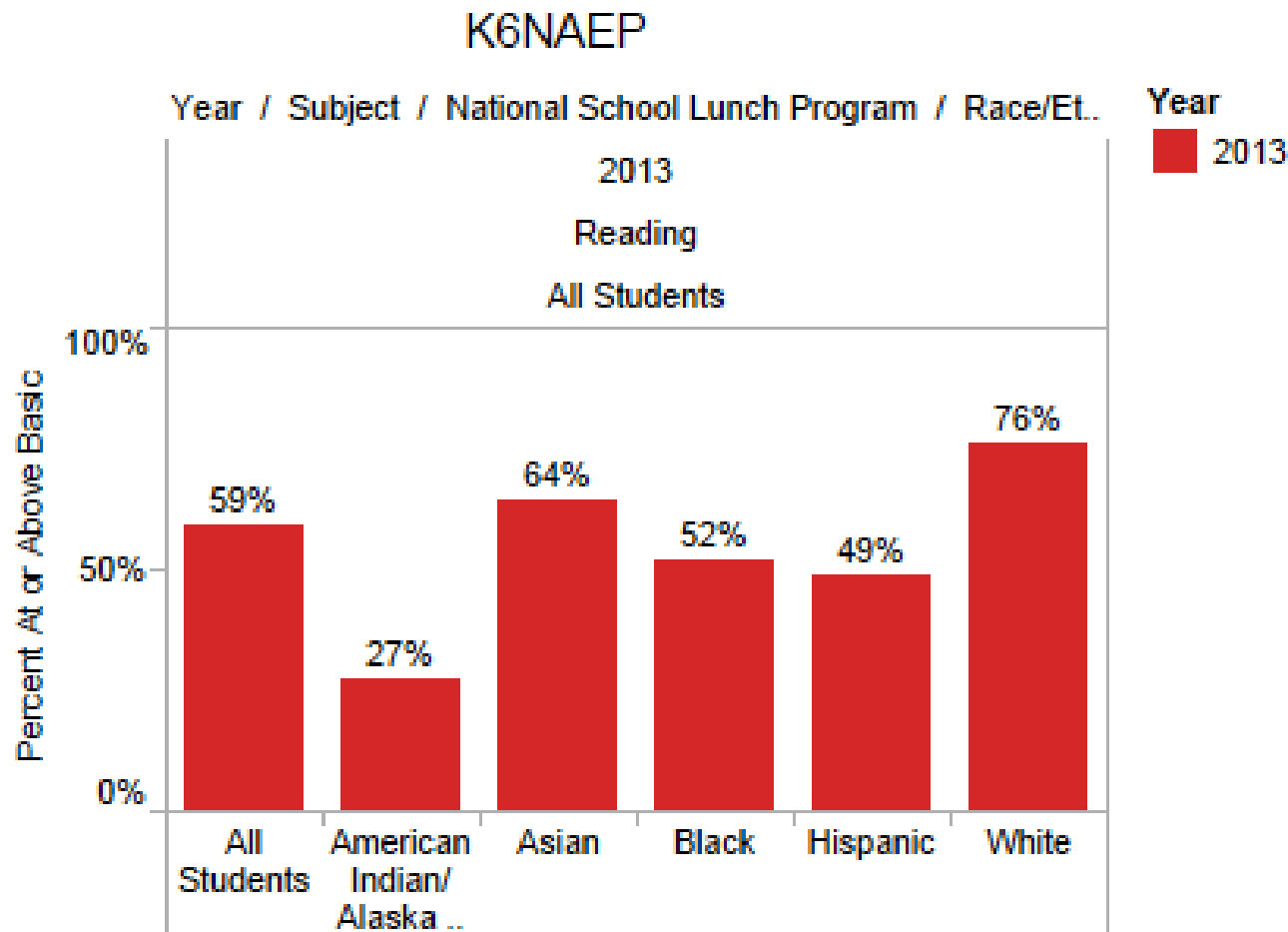
White

K6NAEP



+3

NAEP Results: 4th Grade Reading – 59% of all students at or above basic, up from 58% in 2011

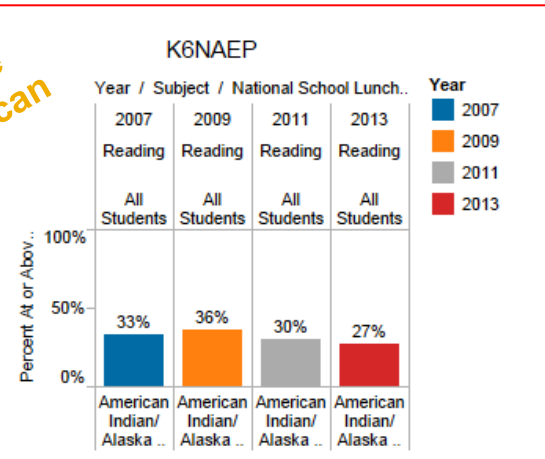


4th Grade Reading NAEP:

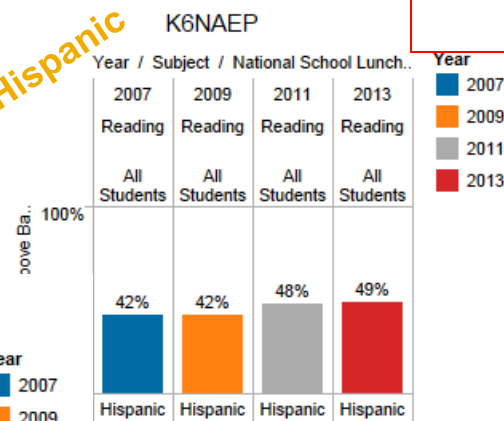
Achievement gap closing over time: Is it fast enough?

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Native American

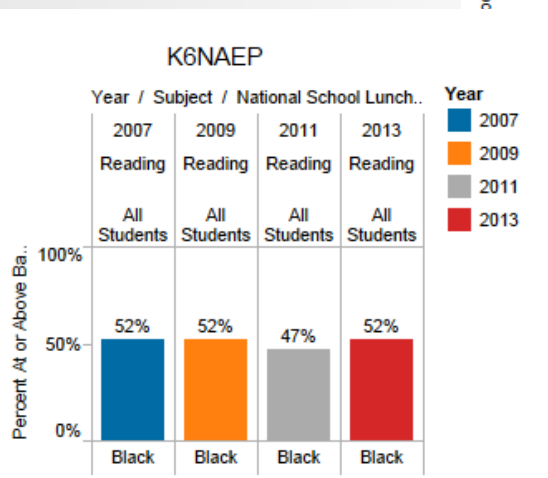


Hispanic



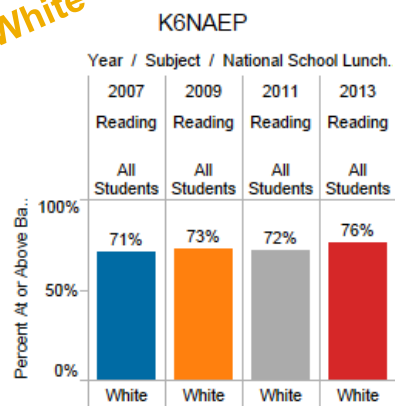
-3, or 85% by XXXX
(2011 baseline)
-6, or 85% by XXXX
(2007 baseline)

Black



+1, or 85% by 2085
(2011 baseline)
+7, or 85% by 2044
(2007 baseline)

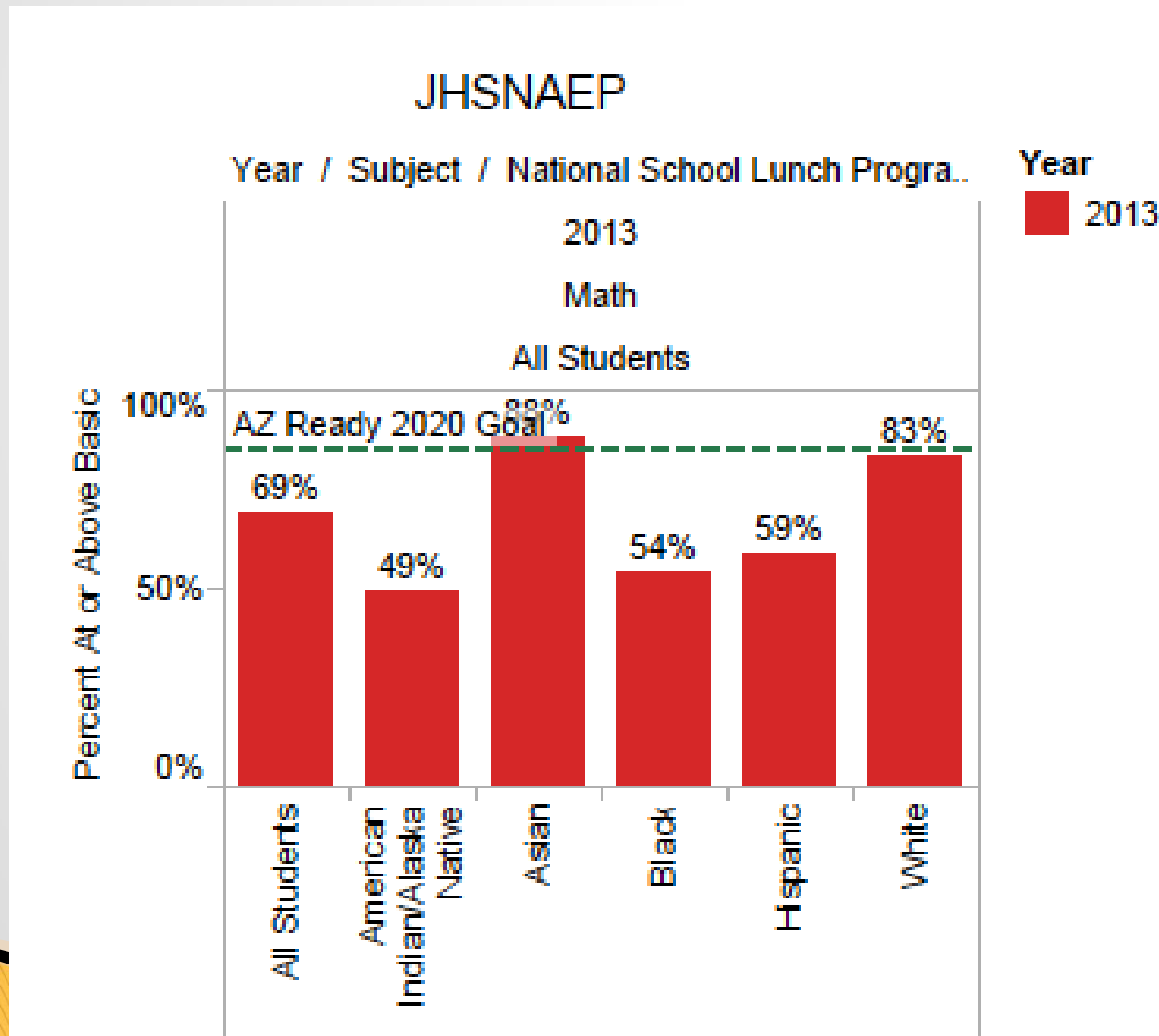
White



+4

+5, or 85% by 2027
(2011 baseline)
+0, or 85% by XXXX
(2007 baseline)

NAEP Results: 8th grade Math – 69% of students at or above Basic, up from 68% in 2011



Average of Percent At or Above Basic for each Race/Ethnicity

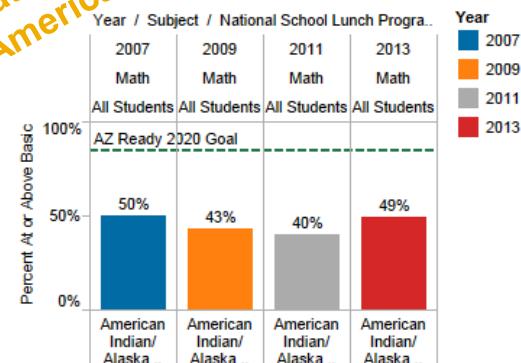
8th Grade Math NAEP:

Achievement gap closing over time: Is it fast enough?

Interactive data available at <http://arizonaready.com/content/jhs-NAEP.html>

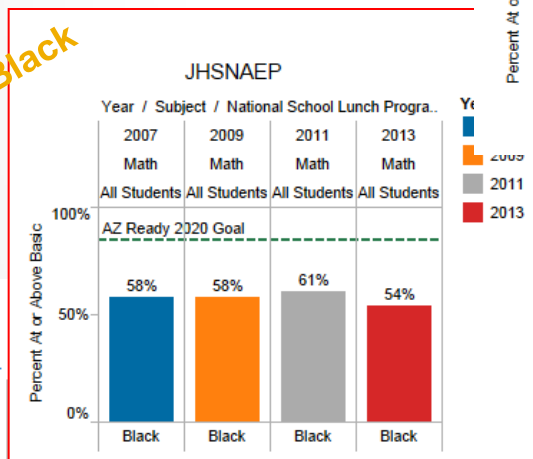
Native American

JHSNAEP



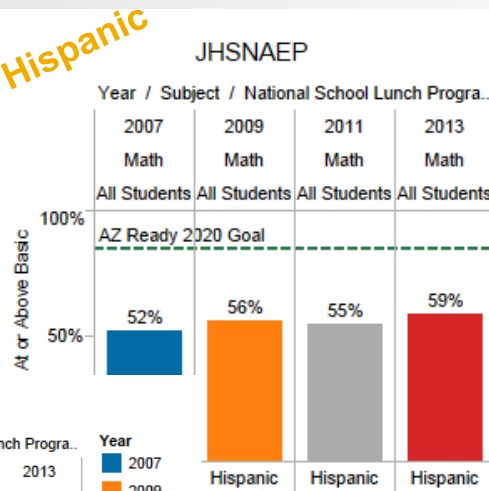
+9, or 85% by 2021 (2011 baseline)
-1, or 85% by XXXX (2007 baseline)

Black



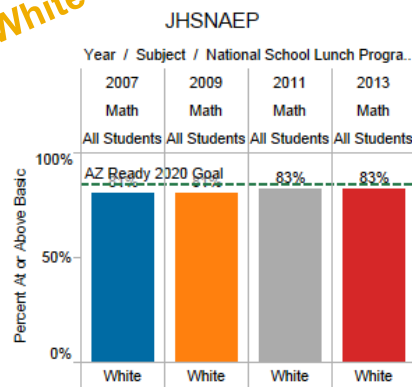
-7, or 85% by XXXX (2011 baseline)
-4, or 85% by XXXX (2007 baseline)

Hispanic



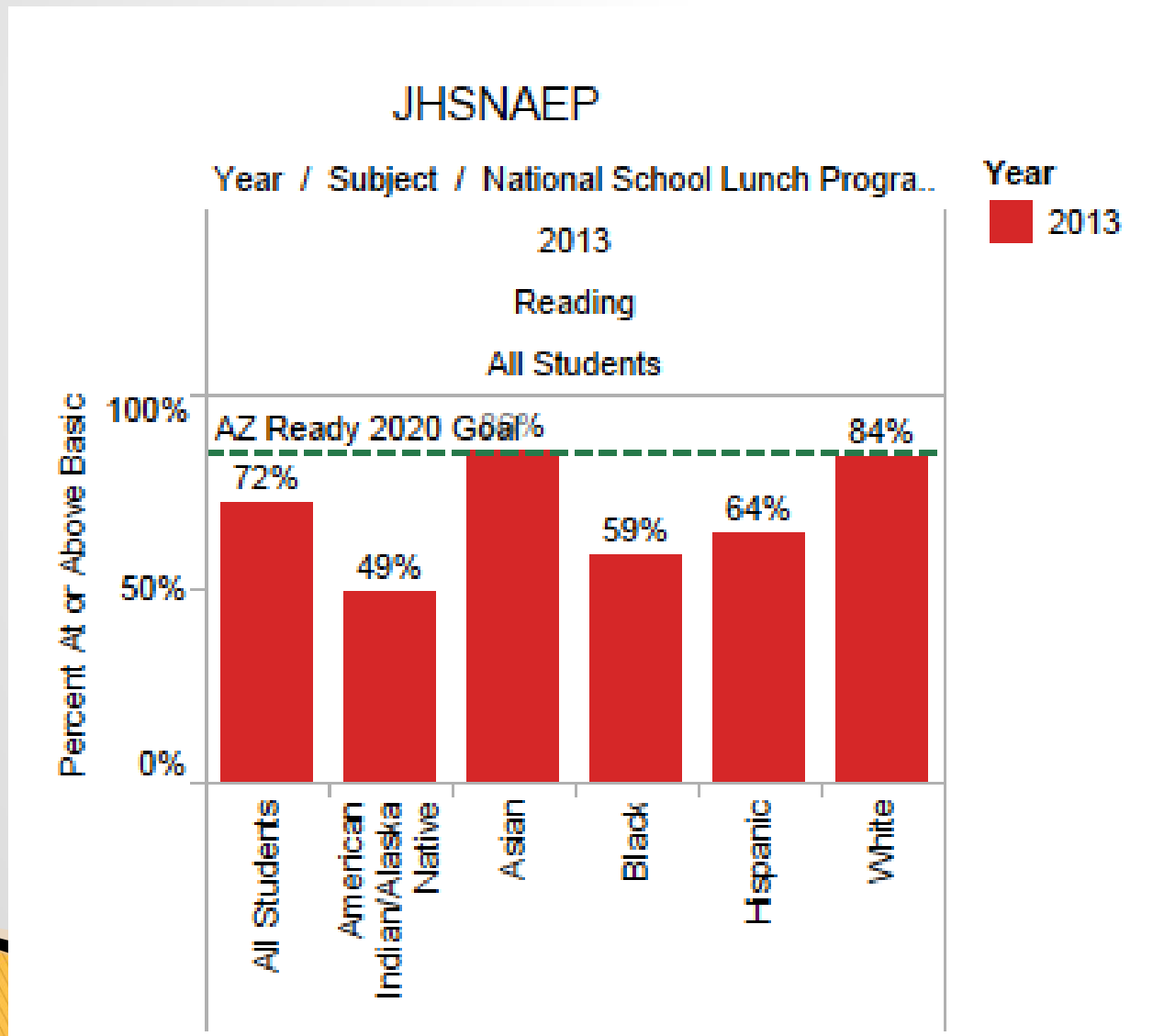
+4, or 85% by 2026 (2011 baseline)
+7, or 85% by 2036 (2007 baseline)

White



0

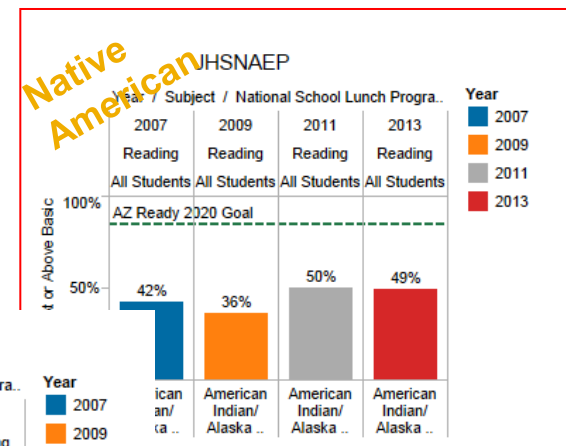
NAEP Results: 8th grade reading – 72% of students at or above Basic, up from 71% in 2011



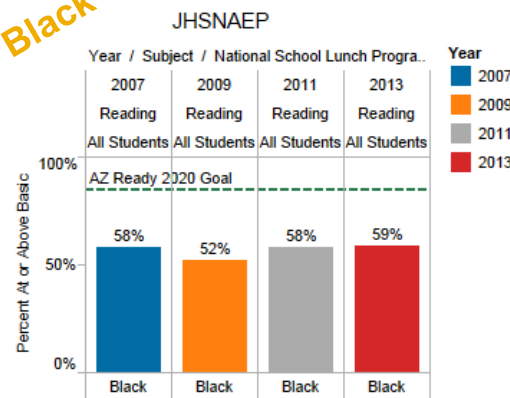
8th Grade Reading NAEP:

Achievement gap NOT closing over time

Interactive data available at
<http://arizonaready.com/content/jhs-NAEP.html>

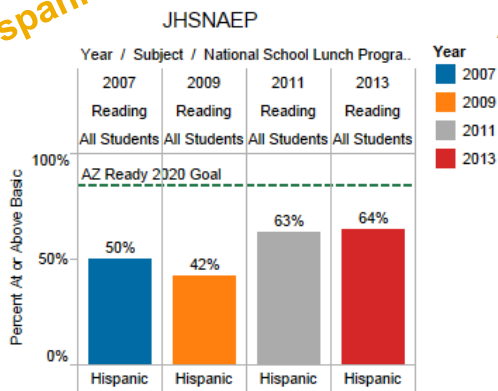


Black



-1, or 85% by XXXX
 (2011 baseline)
 +7, or 85% by 2044
 (2007 baseline)

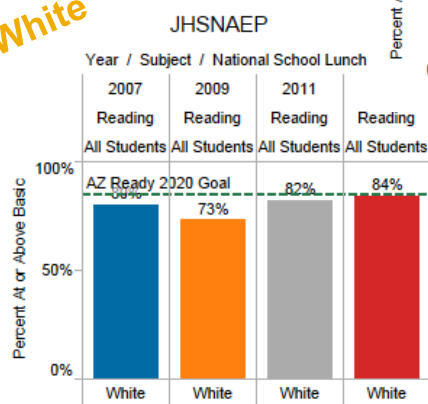
Hispanic



+1, or 85% by 2065
 (2011 baseline)
 +1, or 85% by 2169
 (2007 baseline)

Not a typo

White



+2

+1, or 85% by 2055
 (2011 baseline)
 +14, or 85% by 2021
 (2007 baseline)

Our Future Workforce

P-12 ENROLLMENT TREND 1997-2012
BY MINORITY STATUS

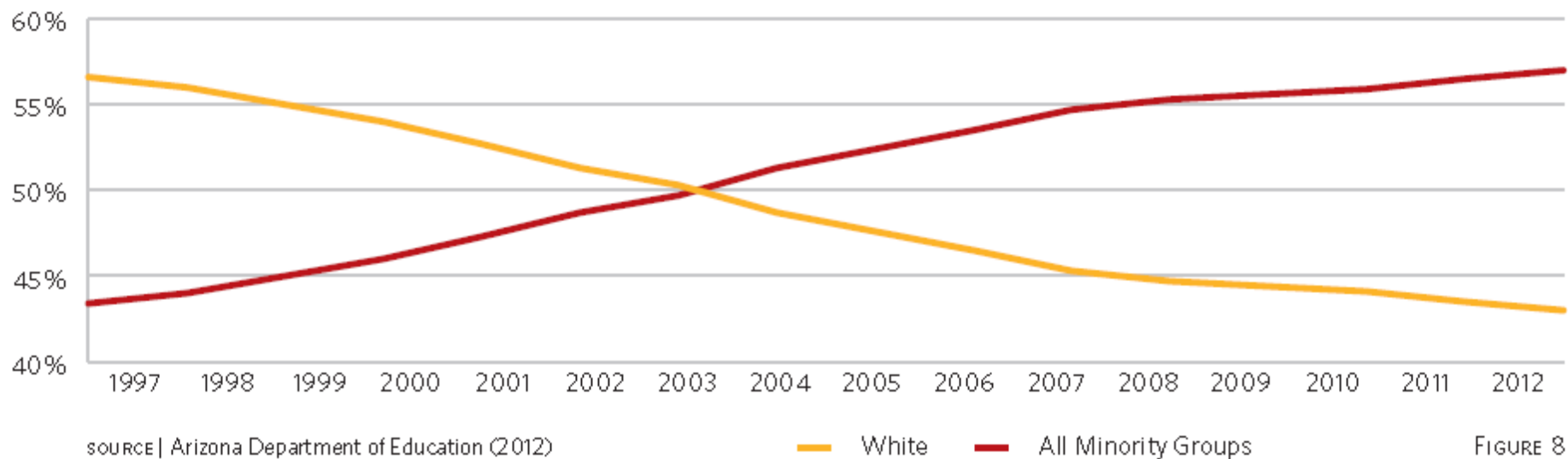
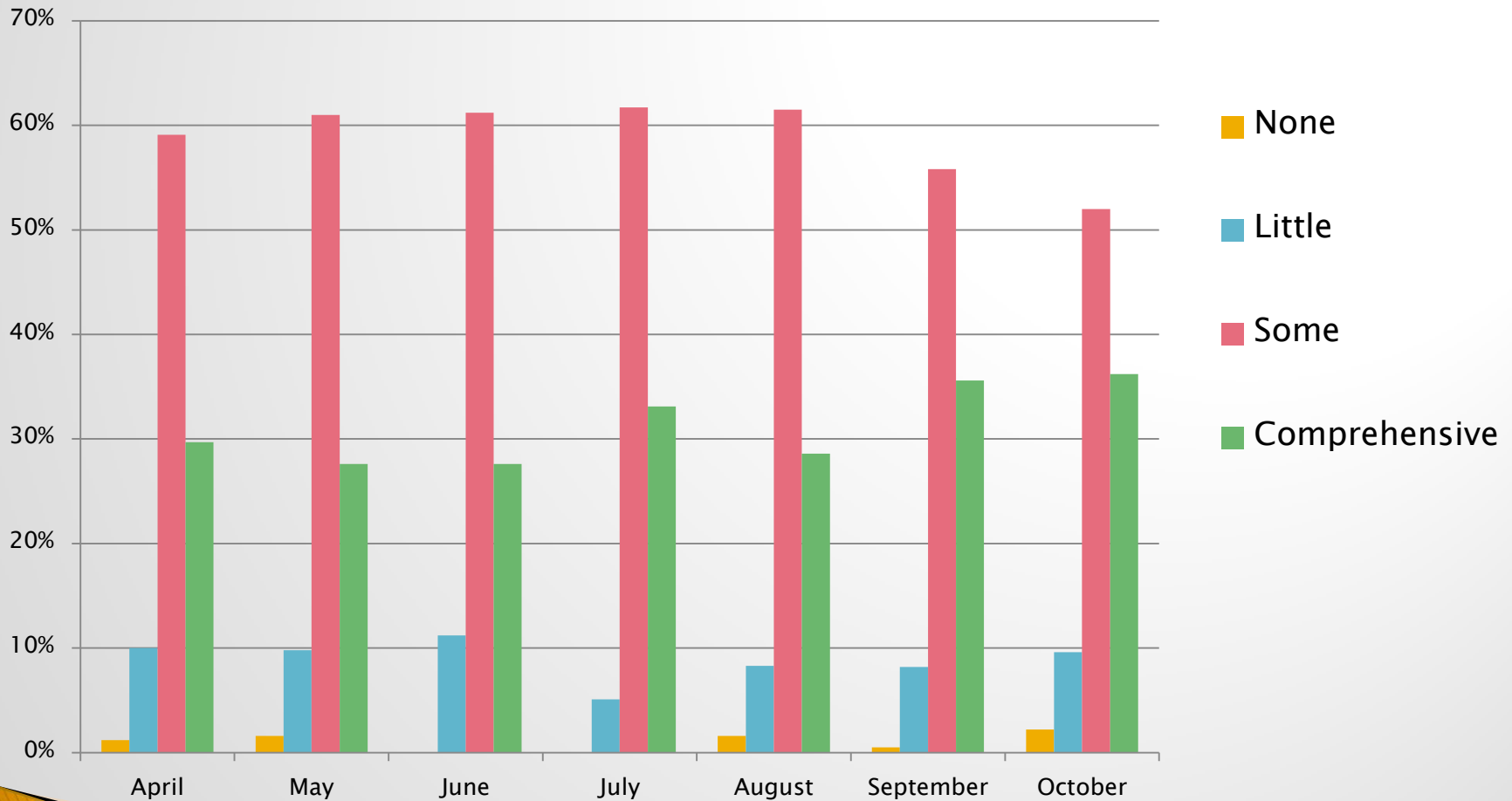


FIGURE 8

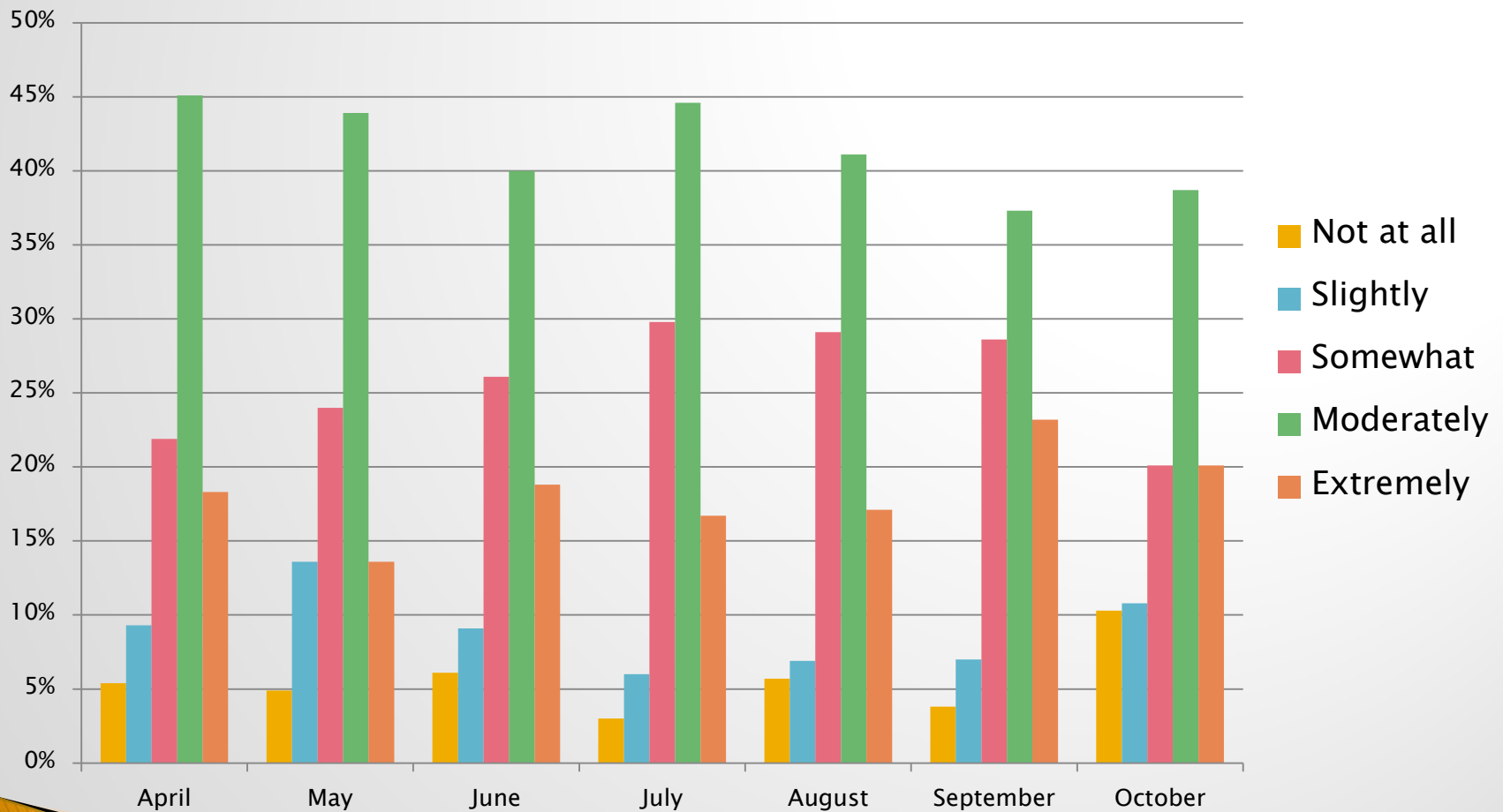
Teacher Survey Update

- ▶ Results for April through October
 - Awareness and confidence eroded slightly in October
 - May be cyclical
 - May be related to name change
- ▶ Analysis of pooled results from April through Oct confirm previous analysis
 - Training is correlated to awareness and confidence
 - Age, grade level, and subject area show differentiation in levels of confidence
- ▶ New question analysis for October
 - Revised the way we ask about quality
 - Added a question about where training occurred
 - Baseline data suggests teachers prefer training at the district level compared to school, or state/region/county level
- ▶ Open ended question analysis will be complete by January meeting
 - Latest version of the survey in your packet

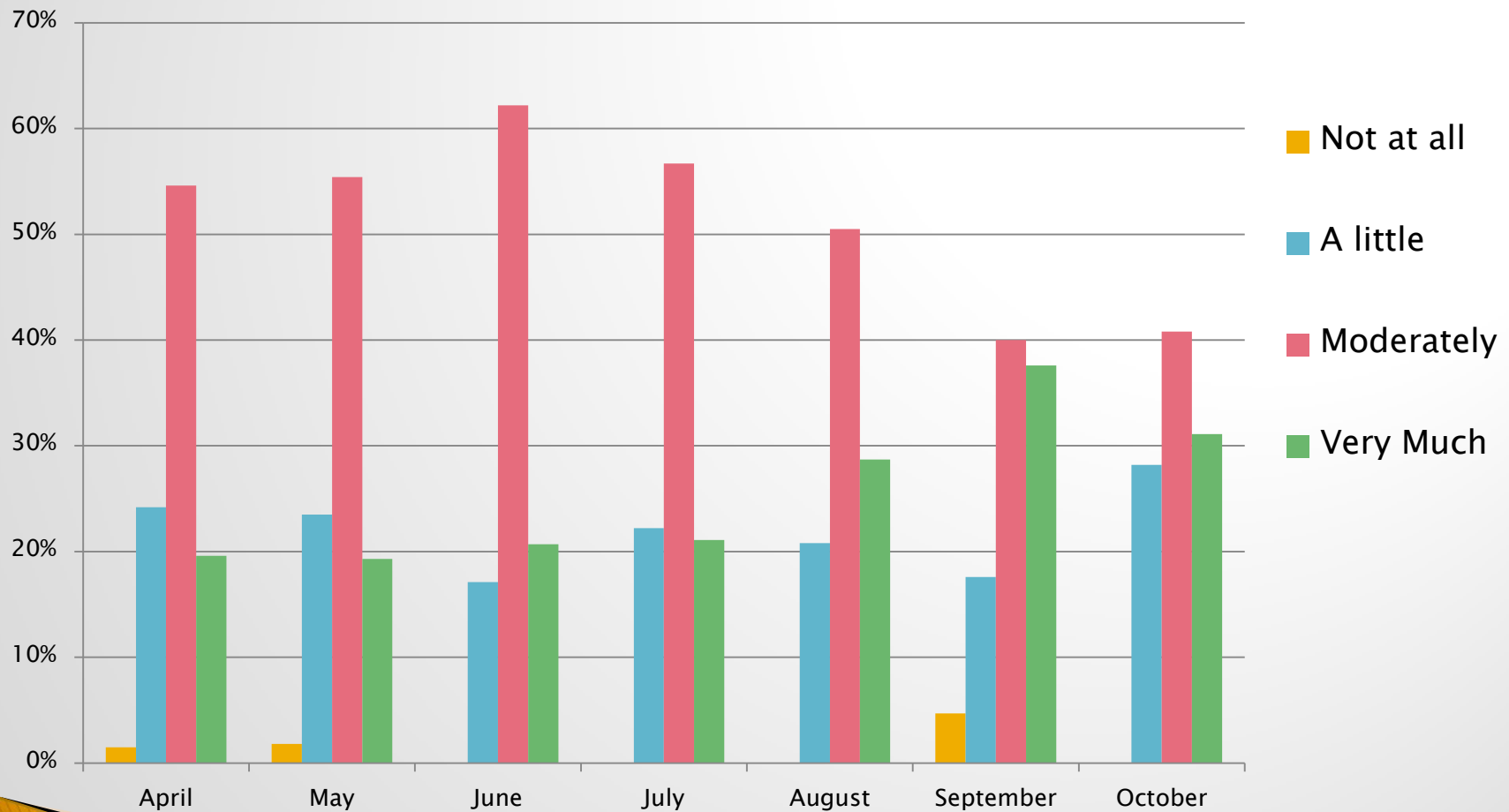
Respondents' Amount of Knowledge of Arizona's Standards



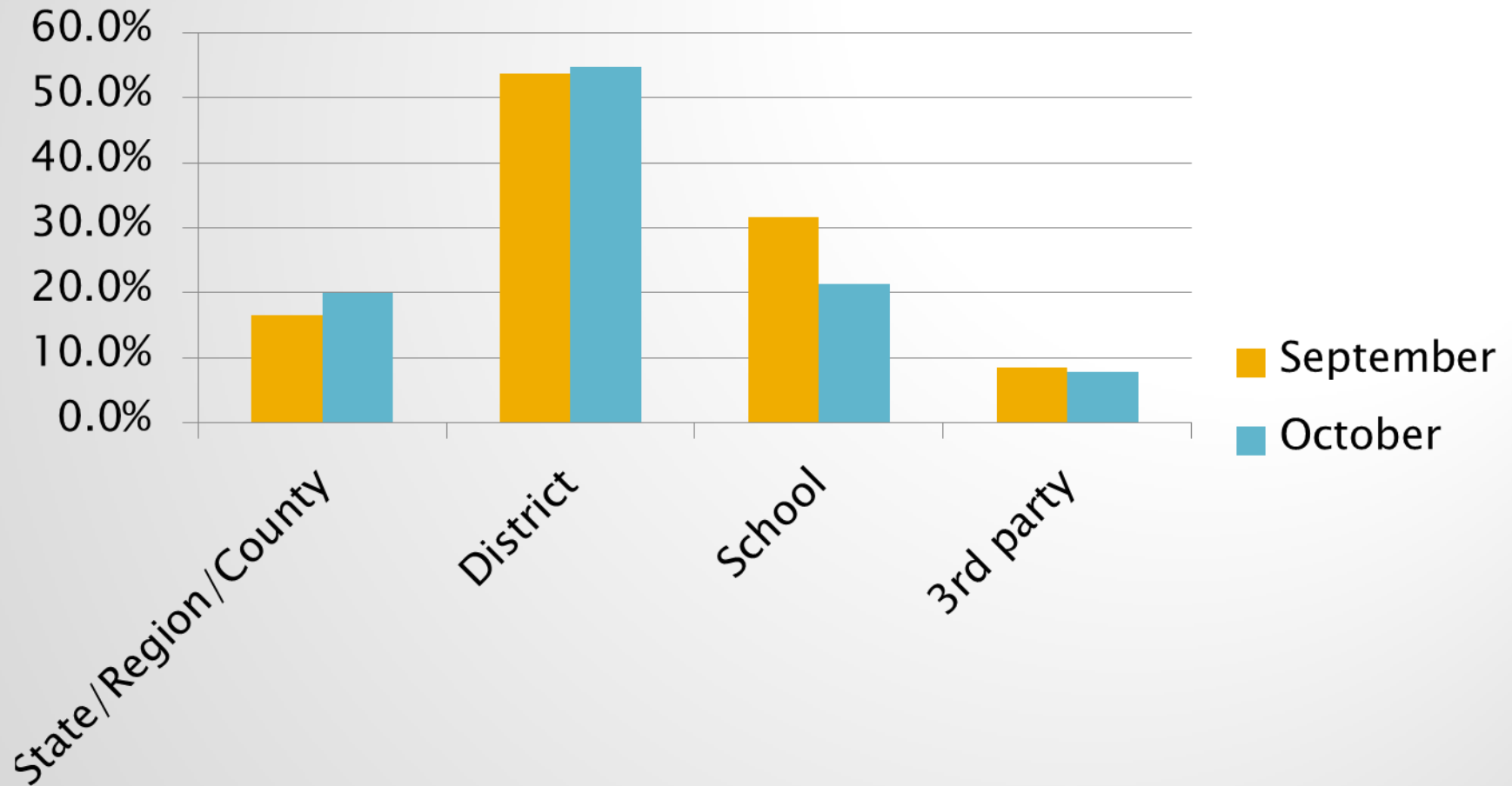
Respondents' Confidence in Their Ability to Implement Arizona's Common Core Standards



Respondents' Perception of How Well Training Prepared Teachers to Adjust Curriculum and Lesson Plans



Deliverer of Training



Communications Update

▶ Facebook

- 17,627 likes
 - 366 “talking about us” (daily average)
 - 919 engaged users (daily average)
 - 2.73 million impressions; .3% click through rate (industry standards = .05%)

▶ Twitter

- 637 followers

▶ Newsletter

- 926 subscribers
- Details plus October and November newsletters in your packet

Post of the Month

11/24/2013 – 154 likes, 4 comments

New discoveries are made every day, and #**STEM** jobs are making them! Do you want to name a new dinosaur (<http://abcn.ws/1aayvbM>) or discover a new body part (<http://ti.me/HJVMHu>)? STEM careers will get you there. Check out these other great new discoveries.

- New hammerhead shark- <http://fxn.ws/1gwQn5Q>
- 8.8 Billion Earth-like planets- <http://fxn.ws/1b2TJrg>
- Monkey that purrs like a cat- <http://bit.ly/HlmiXo>



'King of Gore': New T-Rex Relative Found

Lythronax argestes predates T. rex by ten million years.

BY ABC NEWS

Questions?